

Candidate for Minnesota House District 30A

Jun 30, 2026

Yes/No questions

1. Have you visited a public school in your district in the past year?

Yes

Q2. ESP living wage: Will you support legislation to ensure that all education support professionals earn a living wage of at least \$25 an hour?

Yes

Q3. Due to significantly below-market compensation for teachers, most school districts in Minnesota are having difficulty filling teaching jobs, and state colleges report a continued decline in the number of graduates from teacher preparation programs. Would you support creating a minimum salary for all licensed Minnesota teachers of \$60,000 a year and an \$80,000 minimum salary for licensed teachers with 10 years of experience and a master's degree?

Yes

Q4. Will you support increasing state funding to ensure the financial sustainability of educator public pension funds, so the cost doesn't come out of workers' pockets?

Yes

Q5. Will you support improving teacher pensions, including an unreduced career rule, lowering penalties, and increasing cost of living adjustments for retirees?

Yes

Q6. Do you support the creation of and funding for the Educator Group Insurance Program (EGIP), which would give educators access to a mandatory statewide health insurance pool, just like other state workers?

Yes

Q7. Do you support dedicated funding for unemployment insurance for hourly school workers, and will you work against any efforts to repeal this benefit?

Yes

Do you support the following education funding priorities?

Q8a. Maintain the current automatic inflationary increase to the basic formula allowance, protecting funding increases from the erosion of inflation.

Yes

Q8b. SPED cross subsidy: Fully fund special education costs instead of relying on school districts to pay for them.

Yes

Q8c. EL cross subsidy: Fully fund the costs districts pay to provide quality English learner programs and instruction.

Yes

Q8d. Lower class sizes: Lower class sizes so teachers can give students more of the individual attention they need and deserve.

Yes

Q8e. Teachers of color: Fund programs to increase the number of teachers of color significantly so that teachers providing instruction better reflect the students in our classrooms.

Yes

Q8f. Student support: Defend Student Support Personnel Aid, which must be used for school nurses, social workers, counselors and psychologists.

Yes

Q8g. Defend against further cuts to school library aid, which is the only dedicated funding source for school libraries and media centers, including

Yes

Q8h. Early learning: Preserve and expand pre-Kindergarten options for all Minnesota families.

Yes

Q9. Would you commit to raising revenue to ensure the wealthiest corporations and richest households pay what they truly owe in taxes so every student, no matter what they look like or where they live, can attend a fully funded public school that prepares them to pursue their dreams?

Yes

Q11. Fully funded schools require adequate and stable revenues. Will you oppose tax cuts and carve outs that lower tax collections or narrow the tax base?

Yes

Q12. Efforts to address college affordability in the last two decades have resulted in 120% growth in the State Grant Program. One consequence of this high tuition/high aid model has been the chronic underfunding of the public college systems. Do you support returning to statutory funding levels for our public higher education institutions?

Yes

Q13. Another consequence of this high tuition/high aid model has been a significant amount of public money going to private colleges and universities. Do you support public dollars going solely to public higher education institutions?

Yes

Q14. Given nationwide attacks on higher education, do you support academic freedom and faculty control of curriculum?

Yes

Q17. Education Minnesota believes all students should have the freedom to feel safe, respected and welcomed in their public schools, no matter what they look like, no matter their country of origin, whether transgender or not. Do you agree?

Yes

Q18. Teachers need more time daily for planning and differentiating. Most after-school "prep" is filled with meetings. The current statute falls short of the time needed for preparing lessons. Will you support adjusting this statute to increase prep time?

Yes

Q19. Do you support paid, dedicated time outside of student contact time for special education teachers to complete their paperwork and attend required meetings?

Yes

Q20. Do you support increased reporting and transparency in worksite safety when reporting physical injuries and emotional trauma in the workplace?

Yes

Q21. The ability of workers to come together in a union and bargain collectively has been vital for reducing wage gaps by gender, building the middle class, and limiting wealth inequality in Minnesota. Do you support expanding and strengthening workers' rights to join a union and bargain collectively?

Yes

Q22. Will you oppose any legislation or constitutional amendments that would weaken collective bargaining rights, the right to organize, the right to strike, automatic payment of union dues, union access and activities at worksites or other anti-union policies backed by anti-worker groups?

Yes

Q23. Do you oppose state tax credits for private K-12 education tuition and expenses?

Yes

Q24. Will you support a moratorium on new charter schools until policy changes are made to ensure a stronger accountability system that will eliminate fraud and improve instructional and employment practices?

Yes

Q25. Will you reject all efforts to carve out, delay or rollback any aspects or benefits of the 2023 paid family medical leave law?

Yes

Q26. Do you support clarifying and strengthening workers' rights and protections in the paid family medical leave program?

Yes

Q1a. If yes: Which one? What were your observations from your visit? How will this experience inform your work as a legislator?

I visited my old High School in STMA and had the opportunity to speak with my formal principal, Mr. Reeves, about some of the challenges the district is facing, including funding. We talked about the importance of putting our community over politics to ensure that students and teachers have the resources and support they need to succeed.

Q10. Education Minnesota believes in restoring fairness to the state tax code by raising revenue from the very wealthiest corporations and richest households and reducing the reliance on local levies to fund schools. What progressive, equitable ways to raise state revenue do you support?

I support a fair, sustainable tax system that prioritizes essential community investments. My focus includes reducing overreliance on local property taxes for school funding to address educational inequities and alleviate the burden on homeowners. I advocate for ensuring that the wealthiest individuals and corporations contribute their fair share to strengthen public education, infrastructure, and support for working families. By closing tax loopholes and improving system efficiency, we can guarantee every student access to a high-quality education, regardless of their school district.

Q15. What individual or system-level decisions in education do you believe are appropriate to make based on standardized test scores?

Standardized test scores actually tell us quite a bit about student learning, where the achievement gaps are, and whether schools are hitting their goals. I think of them as one tool in the toolkit, something to use alongside other things to figure out which kids or districts need more help and resources. When you look at the whole system, these scores help leaders and teachers see if programs are working, watch for trends over the years, and spot unfair differences that we need to fix. But honestly, I do not think life-altering decisions should come down to just one test. You have to look at student growth, how they do in class, graduation numbers, what the school feels like, and what teachers are seeing every day. For the students themselves, a score can point out who might need a little extra push or some more challenging work, but it should never be the only thing that decides what a kid is capable of or what their future looks like. The whole point of looking at this data is to help students do better, not just to give them a number and walk away.

Q16. Most educators believe students should have access to a wide range of age-appropriate books that include relatable characters and situations that reflect the diversity of Minnesota families. However, certain politicians and big money groups are trying to remove books from school libraries across America, particularly books with LGBTQ+ characters or those that deal with racism in America. How should Minnesota protect its students' freedom to read?

I really believe that students need access to all kinds of books that are right for their age and show different backgrounds, lives, and points of view. When kids read, it helps them learn how to think for themselves, feel what others feel, and just get a better handle on the world they are growing up in. The thing is, decisions about what stays on school library shelves should really be left to the teachers, librarians, and local folks who actually know the community. We should be following a set process, not just reacting to political pressure from one side or the other. Of course parents need to have a say in their kids education and should be able to help decide what their own children are reading. But it does not seem right for one parent or a specific political group to get to decide what every other student is allowed to access. Minnesota needs to look out for that freedom to read. We can do that by keeping our review policies clear, making sure things stay age-appropriate, and ensuring libraries stay filled with a wide variety of materials. At the end of the day, our focus should be on helping students learn and succeed. We can respect parental involvement and the judgment of professional educators at the same time.

Q27. How would you support schools, educators and students in recovering from the trauma and financial impacts that Operation Metro Surge inflicted upon our state, especially BIPOC communities?

Every student deserves to feel safe and supported, like they actually have a shot at succeeding in school. But when a community goes through a major crisis - whether it's from public safety issues, money problems, violence, or any other kind of trauma - the fallout hits students, families, and teachers for a long time afterward. It's not something that just goes away overnight. I'm all for putting real money into mental health services, school counselors, and social workers. We need people on the ground who can help kids process what they've been through so they can actually focus on their education. I also think we need to get serious about academic support, like tutoring, after-school programs, and really getting families involved, so students can catch up after their lives have been turned upside down. In the neighborhoods that have been hit the hardest, which includes many BIPOC communities, we really have to listen to the local leaders, parents, and the kids themselves. They know what they need better than anyone else, and we should make sure the resources are going exactly where they'll do the most good. My goal is just to help every student make it, support our teachers, and make sure schools have what they need to really show up for their communities.